



Professional Education Unit

Department of Middle Grades and Secondary Education

Educational Methods and Technology

EDSE 312-301, 302

Fall 2011

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Office Hours: Fall 2010: M 9-11; TH 11-2

Course Description: Introduction to classroom teaching skills and methods. The instructional process is covered with emphasis on lesson preparation and presentation, including mediation of instruction; long - term and short -term instructional planning; human interaction skills. (Clinical experiences are an integral part of this course.)

Required Field Experience Hours: 14 at Level III. The field experience involves attendance to one or more classrooms, with the same mentor, on a consistent basis. One must make time in one's class schedule to be in a classroom at least twice per week *in the same hours*. Three times a week is terrific, but twice is acceptable. One may not enter or leave a classroom during the public school's scheduled class time. Specific guidelines for the field experience are located on Blackboard.

Field experience is an integral part of this course. Students are required to complete all hours and accurately enter the total into their Folio 180 accounts. Failure to do so will result in an "I" for the course. Field experience in this course includes 14 hours of field experience in either a secondary or P-12 school setting, 30 minutes of Whiteboard (Promethean) training.

Community Engagement: A Light to and From the Mountains The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by the best national and international scholarship, research, literature, and experiences specific to Appalachia-preparing professionals to improve schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides our activities.

To What We Aspire: The College of Education at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by the best national and international scholarship, plus the research, literature, and experiences specific to Appalachia - training professionals who improve the schools, quality of life, and communities in which they live and serve. This statement is not only the

strategic mission statement for the College, but it also incorporates the conceptual framework which guides all our activities. Out of this vision flow the following critical outcomes: Informed Decision Making, Holistic Education, Collaboration/Coalition Building, and Empowerment. In the College of Education it is our dream that, as we pursue our hopeful vision together, the good we do will ripple through our students and their students and clients and the communities they serve so that a generation from now the darkest elements of our history will be mere history and America will see, not night coming to the Cumberlands, but a light shining out from them - a reflection of the best and brightest Appalachia and America have to offer. Students in this course will be introduced to a variety of theories of human development, including cognitive developmental theory. This follows the philosophical and theoretical premises of constructivism. Students will apply many of these theories to data collected from their observations of elementary school students, and students in an alternative school setting. Discussion during class and student reflection on schooling experiences will enhance understanding of the various concepts and theories, as well as recognition of their use in school curriculum and practices. Diversity will be explored as it relates to human development and education.

Conceptual Framework Outcomes (CFO's): The Unit and the faculty within individual programs assess the degree to which its graduates: 1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to “whole” student learning in education settings. 2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning. 3) Demonstrate professional dispositions 4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students. 5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond

Student Learning Outcomes (SLO's): By the end of this course, the candidate will be able to

articulate major trends and current issues affecting educators nationally and internationally;
identify and **explain** the impact of student diversity (i.e., SES, ethnicity, ability, sexual orientation, etc.) on the teaching of specific discipline areas;
employ numerous instructional technology *teaching strategies* which accommodate learners of all ability and interest levels;
ascertain technologically and *developmentally appropriate teaching strategies* for a diverse group of students;
evaluate and **reflect** upon the effectiveness of assessment procedures on student learning;
integrate technology (i.e., Smartboards, Powerpoint, United Streaming, etc.) for effective instruction and student learning;
integrate best – practice literacy strategies for effective instruction and student learning;
align unit and daily lesson plans to local, state, national, and international standards in order to close the achievement gap in specific discipline areas;
demonstrate conceptual understanding of instructional technology skills and knowledge;
demonstrate resourcefulness in the acquisition of instructional technology for informed and competent teaching.

Required Textbook: Roblyer, M.D. & Doering, A. (2010). *Educational Technology into Teaching*, 5th ed., Boston: Allyn & Bacon. ISBN: 0-13-610137-2.

AND MyEdLab for this edition. You may share the online access if needed. If you buy used, please be sure the MyEdLab function is enabled.

All students in this course are required to purchase a Folio 180 account. Folio 180 plays an essential role as a repository documenting your progress through the teacher education program and is as necessary as any other course requirement. You are expected to have purchased and activated your account by the

beginning of the second week of class. If you purchased a TK20 account prior to Fall 2011, you were automatically enrolled to Folio 180. You should have received a login and password.

Suggested peripherals: Webcam with microphone OR built-in webcam and microphone

Suggested registration and software: Skype at <http://www.skype.com>. We are using only the free services.

Required Software: I cannot read .wps files. Please use Word or rtf on docs Required Storage

Device: USB drive. Office 2000/ 2001, XP, and OSX is acceptable for use in the class. It does open on Office 97 as well as Office 2000 software. Office 97 and 98 are also acceptable. [Click here](#) to read more about Information Technology happenings on our campus. I can open Office 2007 documents on only one machine at my disposal. Please be aware that it may take several days to read .docx files. **SOFTWARE NOTES:** Specifically if you make a PowerPoint on a PC, do not expect that it will play as you've written it on a Mac and vice-versa. Sometimes, there are operating system (Mac language versus PC language) problems with these two programs. Please be aware of presentation needs before making a PPT show.

*****Macs** work well with PC's when you use PC formatted discs. We do use Macs in this class (GH 213) as well as PC's. Expect to be bilingual. Always use PC formatted discs and remember the golden rule: Some Mac OS does not use filename extensions (.doc). For saving on a Mac to use on a PC, always type in the filename extensions-- .doc for word, .ppt for powerpoint, and .xls for excel. If you check the "save as" filename, you'll see the extension type selected. For Macs using Office 2004 and later, there is no need for filename extension. It is automatic. The GH 213 computers are automatic for filename extension. While all labs have CD-ROM access, not all labs have CD-RAM capability. Please have on hand USB drives for saving information from lab computers.

Course evaluation: The course grade will be determined by several factors. Grades are available on BB gradebook. Each assignment is due on the specified date and class time. Each day late thereafter loses 10% from the given score. You may provide university approved excuses PRIOR to an assignment to obtain permission for late work. Please see or call the instructor in case of emergency. Your assignments are expected no later than the beginning of the class period unless otherwise stated on the schedule or by the instructor. Labs are available across MSU campus and at all off-campus centers: <http://www.moreheadstate.edu/units/it/labs.html>. Hours of operation do vary. One has complete ability to send materials on time to the instructor. If all else fails, one may deliver materials on USB drive to Dr. Lennex in her office, 301Ginger Hall, by 4:30 pm the day before an assignment is due or prior to class time. *Please do not send Portfolios or min.E.tpa via email.

ALL assignments must be word processed, free of spelling errors, and grammatically sound. One point is deducted for the first two-spelling/grammar errors, and then one point for each occurrence thereafter is deducted. Assignments presented digitally may be requested by the instructor on disc as well. Currently, I have access to both Mac OS X.1 and Windows XP. Please be aware in delivering digital assignments, that I must have the operating system, program, or viewer for the program or system, in order to read your assignment. It is your responsibility to check with Dr. Lennex to ensure that a proper viewing environment exists before bringing any materials to class for use with classes or for digital assignments. Documentation for plural site licenses must be presented if software is being used in the classroom on more than one machine. Any software used from a personal license must be removed immediately after use. USB items should be properly titled and the format listed on the label (example: EDSE 312-01, Your last name, assignment name). I will not accept incorrectly labeled drives. You will be delivering materials via Blackboard. I cannot read a .wps, or Microsoft Works, file.

Course Objectives: The student shall learn and/or master: 1. The principles of classroom communication. 2. The principles of reflection. 3. Planning and writing classroom lessons with technology. 4. Basic principles of technology evaluation. 5. Instructional methods for education technology and interdisciplinary subjects. 6. The principles of education technology curriculum theory

and practice. 7. The use of identified education technology and materials. 8. Recognition of diversity represented by cultural norms within populations. 9. Skills to deliver content with instructional technology within marginalized populations. The complete set of Teacher Standards can be found on the [EPSB web site](#). The [KERA initiatives](#) for this course relate more to the instructional technology requirements for all students and teachers. These actually parallel ISTE and NCATE standards for technology literacy. The International Society for Technology Education (ISTE) National Education Technology Standards (NETS*T) publishes student standards for technology use at: <http://cnets.iste.org/students/>. This course recognizes these standards as goals for all curriculum and assessment of K-12 students. The Kentucky Department of Education's "[Maximizing Instructional Technology in the Classroom](#)" is an excellent reading. This page outlines expectations of students as delivered from teachers.

NCATE/ EPSB Accreditation Alignment of SLO's and CFO's:

Aligned with Assessment (point values)	Kentucky Teacher Standards (KYS)	Kentucky Core Academic Standards (KCAS)	Education Professional Standards Board (EPSB)	National Educational Technology Standards (NETS*T)
	SPA standards: Click here to go to your standard	Click here for KCAS Click here for Core Content 4.1		
Modules 1 CFO: 2 SLO: 1, 9	VI, VIII, IX		Diversity, assessment, literacy, achievement gap, technology	I-V
Module 2 (20) CFO: 1-4 SLO: 4, 6, 8	II, V, VI		Diversity, assessment, literacy, achievement gap, technology	I-V
Module 3 (40) CFO: 1-4 SLO: 1-10	I-VI, IX		Diversity, assessment, literacy, achievement gap, technology	I-V
Module 4 (100) CFO: 1-2, 4 SLO: 2-6, 9-10	VI, IX, X		Diversity, assessment, literacy, achievement gap, technology	I-V
Module 5 (100) CFO: 1-5 SLO: 1-10	I-X		Diversity, assessment, literacy, achievement gap, technology	I-V
Module 6 (10) CFO: 1 SLO: 1, 2, 7	VI, IX		Diversity, assessment, literacy, achievement gap, technology	I-V
Module 7 (100) CFO: 1-5 SLO: 1-10	I-X		Diversity, assessment, literacy, achievement gap, technology	I-V

Module 8 (10) CFO: 1 SLO: 2-4, 6, 8-10	I, VI, IX, X		Diversity, assessment, literacy, achievement gap, technology	I-V
Module 9 (50) CFO: 1 SLO: 2-4, 6, 8-10	I, II, VI, VII, X		Diversity, assessment, literacy, achievement gap, technology	I-V
Module 10 (50) CFO: 1-5 SLO: 1-10	I-X		Diversity, assessment, literacy, achievement gap, technology	I-V
Module 11 (100) CFO:1-5 SLO: 1-10	I-X		Diversity, assessment, technology	I-V
Discussion Board/ Wiki(10) CFO 4, 5 SLO: 1-10	I-VIII		Diversity, technology	I-V

Assignment Descriptions:

Program: Secondary Education (8-12) Educational Methods & Technology (EDSE 312)	
Assessment (point value)	Description
Module 1 (10)	Introduction to educational technology. *See complete details on Blackboard.
Module 2 (20)	Webquests in secondary education. Using proven models for instruction and assessment, Web resources prove an excellent support of national curriculum goals. *See complete details on Blackboard.
Module 3 (40)	Unit planning and all its intricacies. Approached from the KTIP model, the planning of good teaching is facilitated by formative and summative assessments, explicit procedural directions, and effective assessment. As part of this unit, candidates will have one hour of Whiteboard training in the school setting. The field hours must be completed prior to module 6. A set of questions on BB regarding this experience must be completed and delivered to Dr. Lennex. A required attendance on campus for SMARTboard training is listed on the course schedule. Using a Whiteboard varies with company to company. It is essential to see the differences firsthand. *See complete details on Blackboard.
Module 4 (100)	Web page construction. Web authoring is an essential support for teaching. This activity provides an opportunity to research, design, and implement a professional Web presence for field and clinical experiences. The use of Web pages is dependant on many factors including their cultural orientation to using the Internet for parental

	and class communications. *See complete details on Blackboard.
Module 5 (100)	Peer teaching with Webquests. This activity supports lesson planning, delivery through multimedia, assessment of students, and reflection of teaching. *See complete details on Blackboard.
Module 6 (10)	Projection devices, digital cameras, and videography. An exploration of the visual media and its corresponding editing used in classrooms and field experience for this course. *See complete details on Blackboard.
Module 7 (100)	Field experience (aka multimedia project) is an essential part of this course. It is a LEVEL III teaching experience requiring joint planning and delivery of an instructional unit. This is a minimum of three days teaching in a unit. The minimum requirements of 14 contact hours must be completed according to scheduling from Dr. Lennex. Candidates are assigned within their discipline area and expected to produce, deliver, and evaluate a unit of study. Candidates are expected to use appropriate instructional technology to support student learning and achievement. *See complete details on Blackboard.
Module 8 (10)	Handhelds, blogs, Wikis, Opensource software, and iPods. These teaching tools (Moodle in particular) are becoming more used in secondary settings. *See complete details on Blackboard.
Module 9 (50)	A Wiki project using diversity readings (from the resources list) will be completed as part of this module. Using Google Docs or PBWorks, groups of students will complete a brief on the status of technology among historically marginalized groups. The purpose of this activity is to see Internet and technology use from different cultural and geographical perspectives. *See complete details on Blackboard.
Module 10 (50)	The Eligibility Portfolio contains vital information about the candidate which is separate from demonstration of professional capacity. *See complete details on Blackboard.
Module 11 (100)	The Min.E.TPA is a miniaturized teacher productivity assessment. It is the critical performance of the course. It is required delivered and assessed to TK20. The focus is the implementation and assessment of instructional technology as support for teaching and learning. ALL candidates are required to successfully complete this activity. *See complete details on Blackboard.
Discussion Boards (10)	There are eight discussion board and/or wikis in the course. You will receive one point for both giving a response to the prompt and thoughtfully responding to one other person on the discussion board. You will receive three points for the wiki provided the response contains at least five complete sentences, your name, and an appropriate response to the prompt.
Required Chats/ Attendance	As part of the course, some face-to-face is necessary to build

<p>to campus teaching and field experience whiteboard, and field experience Level III</p>	<p>understanding of concepts, specific equipment, and of course teaching pedagogy. You must attend some chats, a campus session on whiteboard tech, whiteboard field experience, and level III field experience in the schools. You must either attend or provide a university approved excuse at least 24 hours PRIOR to listed date. If no excuse is provided, absence will not be excused. You must abide by all rules of the school when attending field experience (no cell phone, laptop doing other work, or non-teaching activities). Failure to abide is reported to the office of field experience.</p>
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Attendance Policy: Professional behavior for teachers! In all our communications, please be sure to clearly outline the issues to which you seek response. I encourage you to call me (606-776-2849) if you'd rather talk in person. If I am not available, leave a voicemail of when and where to get back to you. *Although this is an Internet course, we do have some face to face meetings at MSU and at a local school. You are required to attend at least one two hour session on whiteboard and tpa planning and a 30 minute public school session for whiteboard use.* Please see the schedule for these classes. If your work is due, and you have an unexcused absence, then the work is officially late. You are responsible for contacting the instructor and providing an excused absence the day you return to class. An excused absence consists of university-related activities, medical, unavoidable personal, and/or acts of nature. All require proper documentation on official letterhead. These may be retained by the instructor. If you know of an absence ahead of time, please notify the instructor via either email or university notice. Oral communication of an absence is not accepted. Please be aware that emergencies arise for the instructor also. I will try to notify you on the Blackboard announcements page prior to any class cancellation with instructions for the missed class. If we are scheduled to meet face to face, and class must be cancelled, an email will come to you through MSU mail and a note will be taped to the classroom door. You will have only one required virtual classroom chat on Blackboard. The others are not required but recommended.

Links to Websites for NCATE/EPSTB Alignment:

<http://www.kyepsb.net/teacherprep/standards.asp>. This site contains the revised KYS.

<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Teaching+Tools/Combined+Curriculum+Documents/default.htm>. This site contains the KERA Combined Curriculum Documents 4.1 (Academic Expectations, Program of Studies, and Core Content for Assessment with DOK Levels).

<http://www.kyepsb.net/teacherprep/cart/themes6.asp>. This site lists the themes of pres-service teacher preparation which are integrated within this course.

EPSTB Themes -Diversity: The practices of this course allow one to deliver discipline area specific curriculum to all students P-12. Student needs for modification, review, enhancement, or further study should be taken into consideration when making lesson and unit plans. **Assessment:** Instruction is about learning. This course is designed to teach one methods in instructional technology. The assessment of course materials comes from technology requirements in ISTE, NCATE, and Kentucky Teacher Standards. **Literacy:** After having completed the course, one may expect to identify and use instructional technology sources for research in the classroom and applications to P-12. This course uses many and varied resources to convey the most current technology theories. **Closing the Achievement Gap:** This course requires candidates to teach a unit supported by instructional technology. As part of that unit, the critical performance, min.E.tpa, requires an analysis of achievement. This analysis concludes with recommendations for future teaching which would close an achievement gap.

Academic Honesty: Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. The policy is located at <http://www.morehead-st.edu/units/studentlife/handbook/academicdishonesty.html> . For example: copying information from the internet is plagiarism when appropriate credit is not given.

Americans with Disabilities Act (ADA) News: In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to "reasonable accommodations." It is the student's responsibility to inform the instructor of any special needs before the end of the first week of class. Special needs include visual, auditory, or testing requirements. You must have appropriate documentation from student services. *Policy for Accommodating Students with Disabilities:* Professional staff from the MSU Academic Services Center (ASC) coordinates efforts to address accessibility needs and class accommodations with instructors of students who have learning or physical disabilities. Faculty will cooperate with the ASC staff to accommodate the needs of students enrolled in departmental classes. Further it is the responsibility of the student to seek missed work in this class and deliver that missed work within a reasonable amount of time after an illness, etc. You must call or email the instructor as soon as possible to detail the nature of the illness, etc., in order for late work to be accepted.

Campus Safety Statement: In the event of an emergency, it is very important that we understand evacuation routes, safety protocols, and appropriate behaviors. If you will need assistance with compliance to these measures, please notify Dr. Lennex by the end of the first class period. Failure to follow the designated emergency measures could result in personal or group injury. Emergency response information will be discussed in class. *Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. *You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. *Students should familiarize themselves with emergency response protocols at www.moreheadstate.edu/emergency.

EDSE 312-301, 302 Tentative Schedule Fall 2011 (Online Course)

Please note that specific chapters and readings for each module or activity are listed on the Blackboard materials, not on the schedule. You must consult the BB site in order to appropriately complete the assignment.

Date	Topic	Readings	Assignments Due
Mon. 8/22	Class Begins! Introduction to class, syllabus, readings, etc.	Syllabus, Blackboard site, Text	
Thurs. 8/25	Virtual chat Blackboard: procedures & powerpoint for the class 7-8pm. Attendance is not required. <i>Please read the available archives if you cannot attend</i>		

Sat. 8/27	Educational technology and its influences	Syllabus, Blackboard, Text	Formative: Module 1 due
Sat. 9/3	Powerpoint	Blackboard materials, Assignment button	Formative: Module 2 due
Tues. 9/6- Fri. 9/9	Discussion Board: Unit design		
Tues. 9/6-Fri. 9/9	Discussion Board: 3D technologies in P-16 schools		
Fri. 9/9 Required GH 213 attendance 11- noon	SMARTboard; Technology lesson development;	Blackboard materials, Assignment button	Formative: SMARTboard design
Sat. 9/10	Unit Design	Blackboard materials, Assignment button	Formative: Module 3 due
Thurs. 9/15- Sun 9/18	Discussion Board: Web pages		
Sat. 9/17	Web pages	Blackboard materials, Assignment button	Summative: Module 4 due
Mon. 9/19- Thurs. 9/22	Discussion Board: field trip, field experience, and f2f class		
Mon. 9/19-Thurs. 9/22	Discussion Board: Diversity Exchange		
9/19-9/23 Required FIELD TRIP TBA on WHITEBoards	Required field trip to a school with whiteboard (Promethean) technology. You pick the 30 minute period from a list.	Blackboard materials, Assignment button; Speak to mentor teacher about field experience	Formative: WHITEboard technology
Thurs. 9/22	Privilege Paper (Diversity Exchange)	Blackboard materials-privilege paper; write reflection paper	Formative: enculturation of privilege
Sat. 9/24	Technology lesson presentation on Blackboard or other Web based platform	Technology lesson development Blackboard materials, Assignment button	Summative: Module 5 due

Thurs. 9/29 REQUIRED CHAT	Virtual chat Blackboard: Field experience 7-8pm;		
Sat. 10/1	Projection devices and videography	Development of skills with basic visual media classroom equipment.	Summative: Module 6 due
Sat. 10/8	Handhelds, Blogs, Opensource software, and WIKIS (and other communication devices)	Blackboard materials, Assignment button	Summative: Module 8 due
10/11-10/16	Diversity Wiki (based from privilege paper reading)	Blackboard materials, Assignment button	Summative: Module 9 due 10/16
10/13, 10/14	Rowan County Fall Break; MSU Fall Break	No Office Hours Email me or call cell	
10/23-10/25	NCATE accreditation visit	See BB for important info from Dr. Polmanteer	
*11/1-12/2 Required field experience of 14 hours These dates are tentative!	Field Experience Day 1	Blackboard materials, Assignment button	Formative: Teacher pre-meeting and Day 1 reflection
*TBA	Field Experience Day 2	Blackboard materials, Assignment button	Formative: Teacher pre-meeting and Day 2 reflection
*TBA	Field Experience Day 3	Blackboard materials, Assignment button	Formative: Teacher pre-meeting and Day 3 reflection
*TBA	Field Experience Day 4	Blackboard materials, Assignment button	Formative: Teacher pre-meeting and Day 4 reflection
*TBA	Field Experience Day 5	Blackboard materials, Assignment button	Formative: Teacher pre-meeting and Day 5

			reflection
*TBA	Field Experience Day 6	Blackboard materials, Assignment button	Formative: Teacher pre-meeting and Day 6 reflection
*TBA	Field Experience Day 7	Blackboard materials, Assignment button	Formative: Teacher pre-meeting and Day 7 reflection
Mon. 11/28- Thurs. 12/1	Discussion Board: min.e.tpa		
Tues. 11/29	Eligibility Portfolio	Blackboard materials, EDF 207 materials	Summative: Module 11 due [this assignment may be turned in at any time prior to the due date during the semester]
Fri. 12/3	Field Experience assignments and reflections. As each block of field experience is completed, reflections for the field experience must be delivered for continuous review.	Blackboard materials, Assignment button	Summative: Module 7 due
Mon. 12/5	Min.E.tpa	Blackboard materials, EDF 311 materials, field experience unit plans	Summative: Module 12

*denote Field Experience Day --- Report to your assigned public school

Resources for Diversity Field Experience:

Diversity field experience is intended to present an opportunity to explore curriculum construction, delivery, and instructional technology supports to underrepresented and marginalized groups. This project will be completed with non-Appalachian groups in the Southwestern United States. ***See complete details on Blackboard.**

Chen, W., & Wellman, B. (2004). The global digital divide within and between countries, *IT & Society*, 1(7), 39-45.

Cyberghetto or Cybertopia?: Race, Class, and Gender on the Internet (1998). Ebo, B., ed. Westport: Greenwood Publishing Group.

Kruger, L., & Gilroy, A. (2007). Broadband Internet access and the digital divide: federal assistance programs, in *Broadband Internet: Access, Regulation, and Policy*, Cohen, E., ed. Nova Science Publishers,

Inc.

Lennex, L., & Flynn, H. (2011). "Wisely using cyberspace: needs analysis of P-12 teacher Web pages," *Tech Trends*, 55(1), 47-54.

Lennex, L. (2003). Technology Field Experience in Appalachian K-12 schools. In C. Crawford et al. (Eds.), *Proceedings of Society for Information Technology and Teacher Education International Conference 2003* (pp. 3649-3652). Chesapeake, VA: AACE.

Lennex, L. (2002). Online Challenge: Teaching Teachers to Share the New Hi-tech Wealth in the Classroom. In C. Crawford et al. (Eds.), *Proceedings of Society for Information Technology and Teacher Education International Conference 2002* (pp. 2315-2316). Chesapeake, VA: AACE. Also appears as ERIC, ED 472 249.

Nakamura, L. (2001). Race in/for cyberspace: identity tourism and racial passing on the Internet, in *Reading Digital Culture*, Trend, D., ed. Oxford: Blackwell Publishing Ltd.

Nettleton, K., & Lennex, L. (2010). Technodiversity in a biohazard world. [unpublished raw data] Morehead State University.

Spulber, D., & Yoo, C. (2008). Rethinking broadband Internet access, *Harvard Journal of Law and Technology*, 22(1), special edition.

Strover, S., Oden, M., & Inagaki, N. (2002). Telecommunications and rural economics: findings from the Appalachian region, in *Communications Policy and Information Technology: Promises, Problems, and Prospects*, Cranor, L., & Greenstein, S., eds. Boston: Massachusetts Institute of Technology.

The Internet in Everyday Life (2002). Haythornwaite, C. & Wellman, B., eds. Oxford: Blackwell Publishers, Ltd.

Resources:

Adobe home page. Change your attitude. <http://www.adobe.com/>

Adobe Acrobat Classroom in a book ISBN # 1-56830-365-3

Adobe Photoshop 5.0 Classroom in a book ISBN #1568304668

Bent, D. (1998). A neophyte constructs a web site: lessons learned, *The Internet and Higher Education*, 1 (1), 21-30.

DreamWeaver. Try it on. <http://www.andrewwooldridge.com/dreamweaver/Education World>

Flynn, H. & Lennex, L. (2009). Wisely Using Cyberspace, AACE Proceedings.

Forest Technologies Educational Software (1-800-544-3356)

Hagner, P. and C. Schneebeck (2001) Engaging the faculty, chapter in Technology enhanced teaching and learning: leading and supporting the transformation on your campus, (2001) Barone, C. and P. Hagner, eds., Jossey-Bass: San Francisco.

Hawisher, G. and C. Selfe, eds. (1999). *Passions, pedagogies, and 21st century technologies*. Logan, UT: Utah State University Press.

Johnson-Eilola, J. (2002). *Designing effective web sites: a concise guide*, Houghton-Mifflin Company: New York.

Kent, G. (1996). *Internet publishing with acrobat*, Adobe Press: San Jose, California.

Klecker, B., **Lennex L.**, and K. Lackner (2004). Evaluating the integration of technology in a teacher preparation program. ERIC ED 481 667.

Krug, S. (2006). *Don't make me think! A common sense approach to web usability*, 2nd ed., New Riders (Pearson Education): Berkeley, California.

Lazear, D. (1991). *Seven ways of knowing*. Palatine, Illinois: Skylight Publishing, pp. xi - xv.

Lennex, L., & Nettleton, K. (2010). The golden apple: iPods and iLRN theory, in *Technology Implementation and Teacher Education: Reflective Models*, Hershey, PA: IGI Global.

Lennex, L. (2008). Digital natives and the use of video iPods: a Lewis and Clark expedition. In C. Crawford et. al. (Eds.), *Proceedings of Society for Information Technology and Teacher Education International Conference 2008* (pp. 4913-4915). Chesapeake, VA: AACE.

Lennex, L. & Reynolds, A. (2008). Whose web page is this? Why faculty create web pages. In C. Crawford et. al. (Eds.), *Proceedings of Society for Information Technology and Teacher Education International Conference 2008* (pp. 3840-3842). Chesapeake, VA: AACE.

Lennex, L. (2007). The faculty Web page: contrivance or continuation?, *Tech Trends*. 51(5), pp. 32-37.

Lennex, L. (2006). Is This On The Test? Technology Integration Perception in Teacher Education Classes. In C. Crawford et al. (Eds.), *Proceedings of Society for Information Technology and Teacher Education International Conference 2006* (pp. 1695-1700). Chesapeake, VA: AACE.

MacWorld. See what it's really about. <http://www.macworld.com/>

Mager, R. and P. Pipe (1984). *Analyzing Performance Problems*, 2nd ed., Lake Publishing Company: Belmont, CA.

NetLingo-- Ignore the popups and the flashing "you have won stuff"
http://www.allstocks.com/edu/html/internet_lingo.html

Nettleton, K., & Lennex, L. (2010). Technodiversity in a biohazard world. [unpublished raw data] Morehead State University.

Power in the [Palm](#) of Your Hand!

What's Podcasting? [read here](#)

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